

## Personal Learning Profile

### *Lesson VIII*

**Objective:** Using a CSAP report generated from Alpine Achievement Systems, Inc.\* which illustrates student results by reading, writing and math (for the middle school) content areas and which depicts specific sub-scale scores for each subject area and provides a graph of where a student's scores place him/her along the unsatisfactory, partially proficient, proficient, and advanced proficient continuum, individual students will identify from their individual graphs at least three areas of strength and three areas of need and place those on his/her personal template.

**Transition Domain:** School

**Colorado Content Standard:** (1) Students read and understand a variety of materials

**Materials:** Transparency of sample CSAP summary graphs, overhead projector, copies of individual student CSAP graphs

**Schedule:**

3:15-3:20: Snacks

3:20-3:40: **INTRODUCTION/MODELING:** The instructor will open this session asking students to recall the state assessment tests that they take each spring – CSAPs. The purpose of these tests will be reviewed and then put into the context of the personal learning profile as a way of understanding an individual's strengths and weaknesses. Then using an overhead of a sample student, the instructor will begin to teach students how to read and interpret their own CSAP results. The following points will be made: a) helping students to assess those areas in which they are close to moving from one proficiency level to another; b) pointing out to students that within any one subject area, they may be strong in some subscores and weaker in others, and that this distinction is important to make; and, c) being able to identify what areas are strong and which areas are weaker.

3:40-4:15: **INDEPENDENT PRACTICE:** Students work independently to interpret their own results and begin to identify strengths and weaknesses that can be listed on their template.

4:15-4:20: **SUMMARY:** Students discuss how this activity helped them to better understand what they do well in school and for what areas they may need more help and assistance.

**HOMEWORK:** Think about the following question: What is a disability?

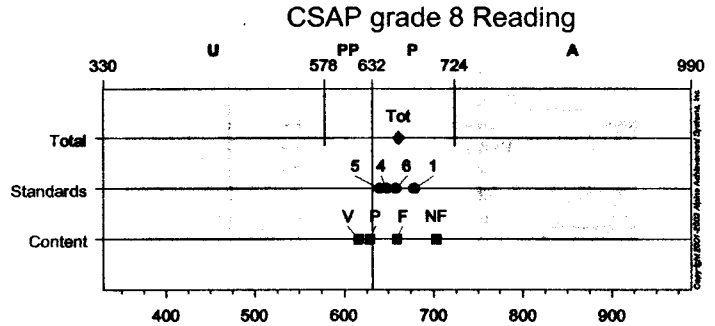
\*Note: not all school districts contract with Alpine Achievement to display their CSAP results. For this lesson, it is important for teachers to present to students some form of their disaggregated results in a way that a student can identify his/her relative strengths/needs within and across each of the respective content areas.

Maria

Grade: 8

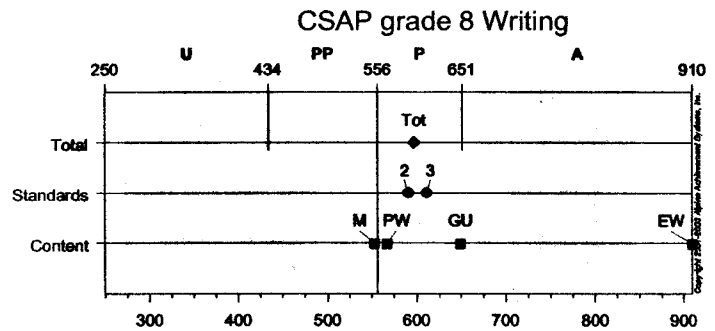
CSAP grade 8 Reading

Total and Subscores		Score	Prof. Level
Total		661	P
By Standard	Std1	679	P+
	Std4	648	P+
	Std5	640	P+
	Std6	658	P+
By Content	Fic	659	P+
	NonFic	703	P+
	Voc	616	BP
	Poe	629	BP



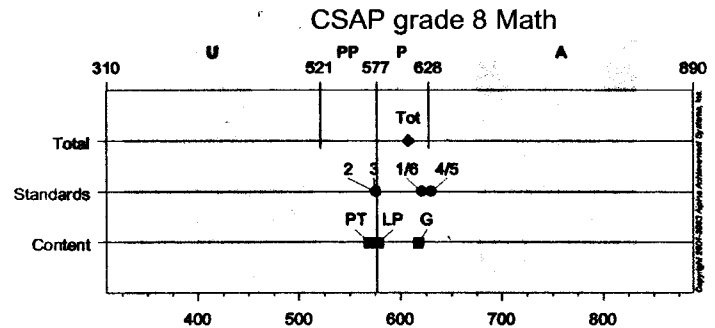
CSAP grade 8 Writing

Total and Subscores		Score	Prof. Level
Total		597	P
By Standard	Std2	591	P+
	Std3	611	P+
By Content	ParWr	567	P+
	ExtWr	910	P+
	GramUse	649	P+
	Mech	553	BP



CSAP grade 8 Math

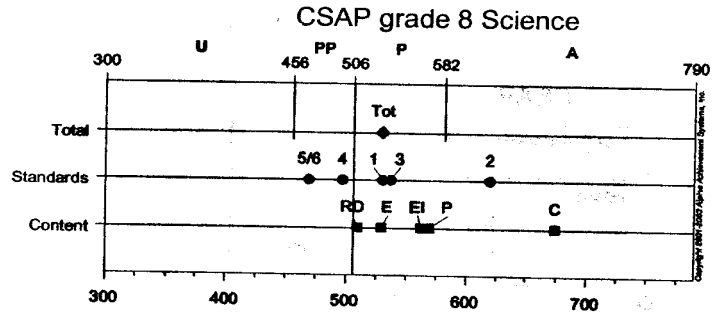
Total and Subscores		Score	Prof. Level
Total		608	P
By Standard	Std1Std6	621	P+
	Std2	576	BP
	Std3	576	BP
	Std4Std5	630	P+
	LinPatrn	579	P+
By Content	PropThink	569	BP
	Geom	618	P+



Legend: U=Unsatisfactory; PP=Partially Proficient; P=Proficient; A=Advanced; PA=Proficient + Advanced; NS=No Score  
Subscore Legend: BP=Below Proficient; P+=Proficient or Above

CSAP grade 8 Science

Total and Subscores	Score	Prof. Level
Total	530	P
By Standard	Std1	P+
	Std2	P+
	Std3	P+
	Std4	BP
	Std5Std6	BP
By Content	Explnv	P+
	RstData	P+
	Phys	P+
	Chem	P+
	Earth	P+



Legend: U=Unsatisfactory; PP=Partially Proficient; P=Proficient; A=Advanced; PA=Proficient + Advanced; NS=No Score  
Subscore Legend: BP=Below Proficient; P+=Proficient or Above